

UNDERGRADUATE COURSE GUIDE

DEPARTMENT OF HISTORY

1973-74

SIR GEORGE WILLIAMS UNIVERSITY

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## DEPARTMENT STRENGTHS AND APPROACHES

History at S.G.W.U. is a lively discipline with a broad sweep of courses. There are certain areas of specialization. European history, for example, is particularly strong, with emphasis on France and 18th and 19th century Britain. There is an outstanding group of scholars dealing with French Canada and Quebec, who have gained substantial reputation in socio-economic studies. The four specialists in United States history make this one of the best departments in this field in Canada. Students from the History Department have won several Woodrow Wilson and Canada Council awards in the past two years.

Flexibility is a prime concern of the department. This is manifested through the low number of required courses within both the majors and the honours programs. All students must take one course in Canadian history. In addition, all majors students must take the introductory course in European history. Honours students will also take this course, as well as Historical Method, and submit an honours essay in their preferred area. Otherwise, the choice is wide and personal.

The department offers a joint honours with the Department of Religion, and other joint honours are available. The department is associated with the interdisciplinary programs of Asian Studies, Canadian Studies and Russian Studies. It also offers M.A. and Ph.D. programs.

All members of the department are actively engaged in research and writing. This past year, along with a number of articles, eight books have either been published or scheduled for publication.

Special attention has been paid to library holdings, building up a broad selection of primary and secondary sources. Holdings are particularly strong in Canadian, English, French and United States history; other areas of concentration are certain African countries, India and Pakistan.

## HISTORY DEPARTMENT

General Office	Room H-462
Phone Number	879-5893

FACULTY

Alan H. Adamson, Ph.D., (London) Britain and Latin America	879-2876
Charles L. Bertrand, Ph.D., (Wisconsin) Italy and European Social History	879-4474
Frederick Bode, Ph.D., (Yale) 19th Century United States	879-4003
Robin B. Burns, M.A., (Carleton) 19th Century Canada and the Irish in Canada	879-4297
Frank R. Chalk, Ph.D., (Wisconsin) U.S. Foreign Relations and Africa	879-4252
J. Terry Copp, M.A., (McGill) 20th Century Canada	879-5992
Richard Diubaldo, Ph.D., (Western Ontario) Northern Canada and Canadian-American Relations	879-4296
Donald Ginter, Ph.D., (California-Berkeley) 17th & 18th Century Britain	879-4004
John L. Hill, Ph.D. (Duke) History of Modern India	
Frederick Krantz, Ph.D. (Cornell) Renaissance Europe	879-4475
John F. Laffey, Ph.D., (Cornell) European Intellectual History and European Imperialism in China	879-4476
Edward E. McCullough, Ph.D., (McGill) European Diplomatic History	879-5894
Cameron Nish, Doctorat, (Laval) French Canada and the Philosophy of History	879-4254
Lionel Rothkrug, Ph.D., (California-Berkeley) 17th Century Europe	879-8040
George Rudé, Ph.D., (London) 18th & 19th Century Europe	879-4246
Stephen J. Scheinberg, Ph.D., (Wisconsin) 20th Century United States	879-4253

Martin Singer, M.A., (Michigan) Chinese and Japanese History	879-5996
Irving H. Smith, Ph.D., (McGill) Russian and European History	879-4588
Robert E. Wall, Ph.D., (Yale) American Colonial History	879-5884
Jean-Pierre Wallot, Ph.D., (Montreal) Quebec and Lower Canada	879-4473

### SPECIAL ACTIVITIES

The Inter-University Centre for European Studies brings together people in universities of the Montreal community who are interested in European history, and brings distinguished lecturers to the city. It is concerned with the encouragement of research, the exchange of information, and the prevention of duplication in library purchasing. George Rudé, Professor of History at S.G.W.U., is the Director of the Centre.

Students also have access to the research facilities of the Centre d'Etude du Québec, sponsored by S.G.W.U., and the Centre de Recherche en Histoire Economique du Canada Français, jointly sponsored by S.G.W.U. and l'Ecole des hautes études commerciales, under the direction of Cameron Nish, Professor of History.

One important research project under way, supported by Canada Council, is an attempt to establish the functional relationships between forms of social change through the study of two societies with a high degree of comparability - the county of York in England and Massachusetts. Covering the period 1690 to 1841, the project has initially focussed on the emergence of modern political parties, and is now engaged in reconstituting the populations of the two areas. Data are being assembled from correspondence, newspapers, pollbooks, census returns, tax and probate records, petitions and addresses, and parish registers, and will be subject to a wide range of statistical analyses.

### STUDENT PARTICIPATION

#### The History Society

The History Society is an organization that fulfills a dual function. From its membership, student representatives are chosen and take an active part in departmental affairs. It also serves as a forum for discussion of student interests and problems. A program of distinguished guest lecturers, sponsored

by the Society, offers history students an opportunity to meet leading scholars.

Students sit on all committees with voting rights. In addition, students in each class complete a questionnaire on teaching ability, with the results being used in developing the recommendations of the Merit and Promotion Committee. Finally, a study of ways in which teaching can be improved is now being undertaken by the Undergraduate Program Committee, which includes three student members.

#### ADVISING SYSTEM

A. This system is designed to provide each major, joint major, and honours student in history with a faculty advisor for the duration of the student's enrollment at SGWU.

A year round advising system benefits students in the following ways:

- (1) It assists students to clarify their academic objectives and concerns early in their programmes at SGWU;
- (2) It broadens each student's chance to obtain well-informed advice about routine academic problems; and
- (3) It insures that each student has at least one faculty member to turn to in times of serious stress or crisis in his academic development

B. The system is administered by the Undergraduate Director with the assistance of the department's administrative assistant.

C. At the outset, each day and evening student presently in the major, joint major, or honours programme is assigned to a faculty advisor. Honours students who have already chosen a thesis topic become the advisees of their thesis director, but go through the Undergraduate Director for a final check of their programmes to complete their registration.

D. As new students register for the major or honours programmes they are assigned to a faculty advisor.

E. A student or faculty member wishing to terminate an advising assignment must inform the Undergraduate Director.

DEGREE REQUIREMENTS (for 3 year university programme)\*

Graduation with the degree  
of Bachelor of Arts requires:

1. Successful completion of a program of concentration in the form of a major or an honours program as listed below.
2. A maximum of eight 200-level course-credits out of the fifteen course-credits required for the degree.
3. Students taking a joint major, an interdisciplinary major, a departmental major, or a departmental honours may take no more than 11 of their 15 course-credits in one department, and no more than 13 in one division (i.e. Humanities Division or Social Sciences Division).
4. Students taking an interdisciplinary honours program or a combined honours program must take at least three course-credits outside of their division, and outside of their departments of concentration if the respective departments are in different divisions.

\* For degree requirements in Four-year university programme, consult 1970-71 SGWU Calendar.

PROGRAMME REQUIREMENTS:A. Three Year Programme (15 credits)(i) Majors in History (3 year programme)

A "major" is an approved sequence of courses. It includes a minimum of seven courses and a maximum of ten. The concentration may include certain approved courses in other closely related fields. The term "major" as used by Sir George Williams University implies that the student has followed, within the requirements for the degree, a planned program in a specialized field.

The following courses in an approved sequence constitute a major in History.

First Year

1. History N-210 \_\_\_\_\_
2. One additional History at the "200" level \_\_\_\_\_

Second Year

3. A "300" level History \_\_\_\_\_
4. A "200" or "300" level History \_\_\_\_\_

Third Year

5. A "400" level History \_\_\_\_\_
6. An additional credit in History \_\_\_\_\_
7. (a) An additional credit in History  
or (b) an approved course in a  
related discipline\* \_\_\_\_\_
8. (a) An additional credit in History  
or (b) an approved course in a  
related discipline\* \_\_\_\_\_

Total

8

\* Related courses: A related course is one which the student and his advisor consider relevant to the student's individual programme of study in history.



Note: Students must include one credit in Canadian History among their electives. In this programme the student must take a minimum of 6 histories.

In other words, the student has three options:

1. 6 histories and 2 related courses
2. 7 histories and 1 related course
3. 8 histories and 0 related courses

The successful completion of the above would give the candidate a majors in History. It should be noted, though, that a student can take up to 11 credits in history, but not all of them would be necessary for a majors in history.

(ii) Joint Majors in History (3 year programme)

A "joint major" is made up of two approved sequences of five courses in two specific fields. The term "joint major" as used by Sir George Williams University implies that the student has followed, within the requirements for the degree, a planned program of study in two specialized fields, with a lower degree of concentration in either than is afforded by a major program.

A student may select any two of the proposed sequences of five courses to form his joint major. Each of these sequences is called a "joint major component".

The following courses constitute the joint major component in History.

- |   |             |
|---|-------------|
| 1. History N-210                                      | _____       |
| 2. <u>One credit</u> chosen from                      |             |
| (a) History N-221                                     | _____       |
| or  |             |
| (b) History N-251                                     | _____       |
| or  |             |
| (c) History N-261                                     | _____       |
| 3. A "300" level History                              | _____       |
| 4. A "300" level History                              | _____       |
| 5. One additional "300" or "400"<br>credit in History | _____       |
|   |             |
| Total   | 5           |
| 6. Plus other joint major component                   | (5 credits) |
| Total: 10 credits                                     |             |

(iii) Honours in History (3 year programme)

The University has approved programs leading to an Honours degree in certain selected fields. An honours degree indicates specialization within a field, and high academic standing. In order to qualify for an honours degree a student must meet all of the academic qualifications and comply with the regulations set forth below.

1. A candidate for an honours degree should indicate such intention at registration and consult the honours representative of the department(s) concerned as soon as possible. Acceptance as an honours student will depend on performance during the first year. The honours standing will be reviewed annually.

A student who has followed the courses prescribed for the honours program and has met all the requirements may enter the program with the approval of the honours representative any time before beginning the final five courses. No retroactive approval of entry may be made.

2. A student who enters with advanced standing may apply pro tanto credits which are applicable to the honours degree requirements, upon approval by the department(s).

A transfer student must complete a minimum of five credits in the basic honours program in residence to receive a degree with honours.

3. An honours student must maintain a 'B' average with no grade lower than 'C' in all courses in the basic honours program.

An honours student must meet the general degree requirements as well as the specific requirements for an honours degree, and must obtain at least a 'C' average over the total degree program.

Failure in any course will mean suspension or withdrawal from the honours program. Students who fail to meet acceptance requirements and who are required to withdraw from the honours program will proceed as majors. Reinstatement into the honours program is possible only by recommendation by the honours representative.

4. A student shall be allowed to qualify for only one honours degree in either a single or combined honours program.
5. A degree with honours in any program is granted upon graduation only with the approval of the University Council.

The following courses constitute an honours programme in History, provided the student maintains the required academic standing.

First Year

1. History N-210 \_\_\_\_\_

2. One History credit at the "200" level \_\_\_\_\_

3a. One History credit at the "200" level \_\_\_\_\_

or

3b. One approved credit in a related discipline \_\_\_\_\_

Second Year

4. History 390 \_\_\_\_\_

5. One History credit at the "300" level \_\_\_\_\_

6a. One History at the "300" level \_\_\_\_\_

or

6b. One History credit at the "200" level provided that only two (2) History credits at the "200" level have been taken previously \_\_\_\_\_

Third Year

7. History 490 \_\_\_\_\_

8. One History credit at the "400" level \_\_\_\_\_

9. One History credit at the "300" or "400" level \_\_\_\_\_

10a. " " " " \_\_\_\_\_

or

10b. One approved credit in a related discipline \_\_\_\_\_

Total: 10 credits

Note: Students must include one credit in Canadian History among their electives.

B. Four Year Programme (20 credits)(i) Majors in History (4 year programme)

The following courses in an approved sequence constitute a majors in History.

- |                                     |       |
|-------------------------------------|-------|
| 1. History 213                      | _____ |
| 2. History (a) 251                  | _____ |
| or                                  |       |
| (b) 261                             | _____ |
| 3. One credit in Canadian History   | _____ |
| 4. History _____                    | _____ |
| 5. History _____                    | _____ |
| 6. <u>One</u> approved credit from: |       |
| (a) History                         | _____ |
| (b) Economics                       | _____ |
| (c) English                         | _____ |
| (d) Fine Arts                       | _____ |
| (e) Geography                       | _____ |
| (f) Political Science               | _____ |

Total

6

Note: Three (3) of the six credits must be at the "400" level.

(ii) Honours in History (4 year programme)

The following courses constitute an honours in History, provided the student maintains the required academic standing.

- |  |       |
|--|-------|
| 1. History 213                                   | _____ |
| 2. History 221                                   | _____ |
| 3. History 251                                   | _____ |
| 4. History 261                                   | _____ |
| 5. History 472                                   | _____ |
| 6. History 474                                   | _____ |
| 7. History 4_____                                | _____ |
| 8. History 4_____                                | _____ |
| 9. History 4_____                                | _____ |
| 10a. History 4_____                              | _____ |
| or   |       |
| 10b. One approved credit in a related<br>subject | _____ |

Total: 10 credits

## **COURSE OFFERINGS & DESCRIPTIONS**

**1973-74**

History N210 (213,013)  
History of Europe in the Modern World  
Prof. Ginter

MW 10:55 - 11:45 X (First Term)  
Mon 6:15 - 8:10 AA (First Term)

Students will be held closely responsible for the chronological development of Western society and institutions since Antiquity, and the mastery of this subject matter will be the principal concern of the Teaching Assistant. The Lecturer will devote his energies entirely to developing a critical awareness of the structure and modes of historical explanation and investigation. For example, the Lecturer will explain and analyze the structured options available for explaining the "causes" of revolution; the students will then be asked to analyze independently and critically the "explanation" of revolution embedded in an essay written by a prominent historian, and such analyses will form a portion of each of their examinations. There will be two examinations, and unannounced quizzes on currently assigned portions of the textbook, but no other written work. The larger objective of the course is in part to instill data, but more importantly it is to introduce the student to a more sophisticated understanding of how historical data is employed (and misemployed) in patterns of historical explanation.

Note: Students who have credit for History 013 may not take this course for credit.

History N210 (213,013)  
History of Europe in the Modern World  
Prof. Laffey

Mon 6:15 - 8:10 AA (Second Term)

Professor Laffey will be teaching the second term for History N210 (213), Section AA only. The break in this course will come with the French Revolution. The second term I will require two book reviews and one examination. The text, to be used in both terms, will probably be Thomas H. Greer's A Brief History of Western Man.

Note: Students who have credit for History 013 may not take this course for credit.

History N210 (213,013)  
History of Europe in the Modern World  
Prof. McCullough

TT 2:45 - 4:00 A

Text: Ferguson and Bruun - Survey of European Civilization since 1500

Required Reading: E.H. Carr, The Twenty Years' Crisis  
E. Kedourie, Nationalism



N. Machiavelli, The Prince  
J. Remak, The Origins of World War I  
L.L. Snyder, The Idea of Racialism

will be examined on two themes from the eight outlined.

No texts, though W.L.M. Morton, The Kingdom of Canada is recommended for those who feel the need for a text. Hodgin's and Page Canadian History since Confederation is used extensively in the second term and is strongly recommended. Students should expect to buy a minimum of five additional paperback books.

Note: Students who have credit for History 021 may not take this course for credit.

History N251 (251,051)  
History of the United States  
Prof. Chalk (first term)  
Prof. Bode (second term)

MW	9:50 - 10:40	X
Wed	6:15 - 8:10	AA

An analysis of the development of the United States, emphasizing the formation of classes and interest groups in early America, the significance and impact of slavery, the sectional battle over national power and its resolution through Civil War and Reconstruction, the development of the modern corporation, the organization of the labor movement, the impact of racism, and the course of American expansion.

Students in the course will attend two lectures each week and a conference section led by one of the instructors and/or a teaching assistant. In addition to the regular course reading in textbooks and supplementary works, the instructors will designate a special subject each term, probably slavery in term I and post-Civil War reconstruction in the South in term II, and make available a substantial body of relevant contemporary materials. Each student will be asked to act as his own historian, making his own appraisal from the raw material of history of the "nature and quality of the changes contemporaries saw taking place." The object of this method is to introduce students to the "doing" or creation of history, allowing each to develop his own approach to the past and the present.

Students will be evaluated on the basis of two exams (a mid-term and a final), short essays on the special research subjects, and their contribution to their conference section.

Course reading will average 75-100 pages each week. The basic text for both terms is John M. Blum et al., The National Experience. Used copies of the second edition (New York: Harcourt, Brace & World, 1968) as well as new copies of the third edition (New York: Harcourt, Brace Jovanovich, 1973) will be available for purchase. Students purchasing the second edition will be asked to substitute in their reading a few sections from the third edition, copies of which will be placed on reserve in the library.

Additional reading in the first term will probably include:

- (1) Kenneth A. Lockridge, A New England Town, The First Hundred Years: Dedham, Massachusetts, 1636-1736 (New York: W.W. Norton & Company, 1970; paperback).
- (2) Norman R. Yetman, editor, Life under the Peculiar Institution, Selections from The Slave Narrative Collection (New York: Holt, Rinehart and Winston, Inc., 1970; paperback).
- (3) and selected essays on democracy and The American Revolution, Jeffersonianism, The War of 1812, Andrew Jackson, and The Causes of the Civil War.

Additional reading in the second term will probably include:

- (1) Readings in original sources on Reconstruction.
- (2) James Weinstein, The Corporate Ideal in the Liberal State (Boston: Beacon Press, 1968).
- (3) Paul Conkin, The New Deal (New York: Crowell, 1967).

Note: Since this reading list is tentative, except for the basic text, students should wait until the beginning of the term before purchasing any books.

Note: Students who have credit for History 451 or 051 may not take this course for credit.

History N261 (261,061)

Historical and Cultural Background of Modern Asia

Prof. Hill (first term)

Prof. Singer (second term)

MW	8:45 - 9:35	X
Mon	6:15 - 8:10	AA

This course provides an introduction to the traditional culture and modern political history of India, China, Japan and Southeast Asia. Teaching responsibilities will be divided between Professor John Hill (currently on leave) and Professor Martin Singer. Professor Hill will lecture on India and Southeast Asia during the fall term. Professor Singer will deal with China and Japan during the winter term.

During the winter term students will first be introduced to traditional Chinese and Japanese thought and to the traditional political structures and values of the two countries on the eve of western contact. Subsequent lectures will stress the highlights of Modern East Asian history. Particular emphasis will be placed on the challenge of imperialism in the nineteenth century; on the political, economic, and cultural response to the west; on the appeal of communism to disillusioned intellectuals; on the role assumed in the post World War II world.

Note: Students who have credit for History 061 may not take this course for credit.

"300" LEVEL

History N322 (424)

Modern Canada: 1840 to the present

Prof. Burns

Wed 8:30 - 10:25 AA

There have been two major economic developments which have influenced the pattern of Canadian history since 1840. The first was the end of British mercantilism, the second may be loosely defined as the Industrial Revolution. Each economic change created a number of new problems, which characterize the two periods of Canadian history since 1840. History N322 will offer a series of lectures which will be organized around those two periods.

Ideally, the instructor would like to offer one lecture each week, with the second hour reserved for discussion of a particular topic based on required reading. This will depend on the numbers who enroll.

The first term lectures will concentrate on the problems created by the end of British mercantilism (1840-1918). Confederation, western expansion and the National Policy will be discussed as attempted solutions. The lectures will recognize that these solutions created new problems such as regional disparity, the survival of the native people, and the relations between English and French speaking Canadians. The end of British mercantilism also raised questions about the future relationship between Canada, the United States and Great Britain; and encouraged the development of a sense of a separate destiny.

The second term lectures will concentrate on the new problems created by industrialization (1890 to the present) such as urbanization, the emergence of organized agriculture and labour, and the need for a new national policy. The new problems became critical during the depression, and new Canadian parties were organized with new ideologies as solutions. The lectures will conclude with the new national policy developed under Mackenzie King and the subsequent Liberal regimes. The lectures will also consider the problems associated with that solution such as regional disparity, the survival of French Canada, and the new relations with the United States, accepting George Grant's thesis that the sense of a Canadian destiny which emerged in the nineteenth century, has disappeared with the twentieth.

The course requirements and reading have yet to be determined. At the moment, the instructor is contemplating one set of requirements for those who have had the introductory course, and another for those who have not. Students taking Canadian history for the first time will be expected to complete two "think papers" of less than ten pages in length organized around a defined problem with an attached list of specified reading such as three books and several articles. These students will also be expected to write a final examination.

Students with the introductory course in Canadian history will be expected to write two interpretive essays on a problem defined by themselves (in consultation with the instructor) and incorporating primary sources. They may wish to write the final examination to improve their grades, but this will not be compulsory.

Note: Students who have credit for History 024 may not take this course for credit.

History N322 (424)  
 Modern Canada: 1840 to the present  
 Prof. Diubaldo

Mon 6:15 - 8:10 BB

An intensive look at Canada since the Act of Union with an historiographical emphasis. The format of the course will be thematic lectures and discussions. Students are expected to be prepared for classroom discussion of lectures and assigned readings; it is recommended that students entering the course have a general knowledge of Canadian history. The final mark will be based on a series of take-home exams (60%) and a research paper of advanced calibre (40%). The general text will be D.G. Creighton's Canada's First Century, and other related readings as yet undetermined.

Note: Students who have credit for History 024 may not take this course for credit.

History N322 (424)  
 Modern Canada: 1840 to the present  
 Prof. Copp

TT 11:45 - 1:00 A

The course will be organized thematically to permit detailed investigation of topics such as "The Evolution of Quebec Nationalism 1840-1970", "The Historical Basis of Western Canadian Regionalism", "The History of Organized Labour", "Canadian Indians", "Income Distribution and Poverty". Format dependent on number registered. Minimum of two research papers required.

Prerequisite: History 221 or equivalent required.

Note: Students who have credit for History 024 may not take this course for credit.

History N323 (422)  
 French Canada to 1840  
 Prof. Nish

Mon 8:30 - 10:25 AA

An intensive study of Canada during the colonial regime. Much of the material will be in French.

Prerequisite: History N210 or N221.

History N323 (422)  
 French Canada to 1840  
 Prof. Wallot

TT 1:15 - 2:30 A

An intensive study of Canada during the colonial regime. Much of the material

will be in French.

Prerequisite: History N210 or N221.

History N334 (016,416)  
Europe since 1848  
Prof. McCullough

TT 11:45 - 1:00 A

Required Reading:

Grant & Temperley, Europe in the 19th and 20th Centuries  
G. Fasel, Europe in Upheaval: The Revolutions of 1848  
H. Gollwitzer, Europe in the Age of Imperialism  
J.J. Roth, World War I: A Turning Point in Modern History  
E.H. Carr, The Twenty Years' Crisis

Course Requirements:

Mid-term and final examinations - 70%  
Term paper - 30%

Course Outline:

1. The Revolutions of 1848
2. Nationalism, Imperialism and Socialism
3. The First World War and after
4. Totalitarianism and the Second World War

Prerequisite: History N210

Note: Students who have credit for History 016 may not take this course for credit.

History N335 (443)  
Social and Intellectual History of Early Modern Europe  
Prof. Krantz

Mon 6:15 - 8:10 AA

Lectures and class discussions. Analysis of source each week, keyed into relevant topics within each week. Shall try to run as an informal seminar if at all possible.

Key to this course is the source reading and discussion--this is where one does intellectual history. Assigned background readings and lectures will try to create an interpretive context for the analysis of contemporary source materials.

There will be a syllabus for each half-year, broken down into weeks and within weeks into specific topics. Also a short research paper in each semester, ca. 12-15 pp. long (students wishing one long research paper due at the end of the year may so substitute). Thorough preparation of each source reading will be essential, as will the reading of each week's background materials. Paper topics and the papers themselves shall issue from close consultation with the instructor.

Possible texts not yet decided. Emphasis on whole works (Machiavelli's Discourses, Hobbes' Leviathan), rather than on selections, where practicable. Shall make every effort to find paperback editions.

Prerequisite: History N210.

History N337 (413)

History of European Diplomacy, 1870 to the Present  
Prof. McCullough

Thu 8:30 - 10:25 AA

The emphasis in this course will be placed on the struggle for power amongst the major states of Europe in modern times. The central theme will be the causes of war, and the specific examples studied will be World Wars I and II. The course will conclude with a study of the trends leading towards a third conflagration.

Students will be expected to produce a research paper and to write mid-term and final examinations.

Course Requirements:

Research Paper - 30%  
Mid-term examination - 20%  
Final examination - 50%

Texts:

Bruun and Lee, The Second World War and After  
Carr, E.H., International Relations Between the Two World Wars, Vol. I  
Fay, Sydney B., The Origins of the World War, Vol. I  
Snyder, Louis L., Historic Documents of World War I  
-----, Fifty Major Documents of the 20th Century

Required Reading:

Carr, E.H., The Twenty Years' Crisis  
D.C. Heath & Co., Problems in European Civilization Series  
(a) The Outbreak of the First World War  
(b) The Versailles Settlement  
(c) The Outbreak of the Second World War  
(d) The Cold War

Prerequisite: History N210.

History N345 (431)  
History of Britain since 1460  
Prof. Adamson

MW 2:10 - 3:25 A  
Wed 6:15 - 8:10 AA

This is a history of Britain from early modern times to the present. The course will be divided into roughly two sections. The first, which continues until the Christmas break, deals essentially with the development of post-feudal, pre-industrial Britain. A considerable amount of time in the first term is devoted to a consideration of the tensions leading up to the Civil War.

The second term examines the impact of the Industrial Revolution on British society from several different viewpoints: changes in social structure, political reform, economic transformations, and ideological changes.

The work load varies according to which of three options each student selects.

Option A requires two take-home exams only and has a maximum grade of "C";  
Option B requires in addition one term paper;  
Option C is reserved for students who wish to use this course for a special research project related to British history and who are able to convince me that they are equipped to carry it out.

Prerequisite: History N210; students honouring in English may register without prerequisite.

History N352 (459)  
Jacksonian Era, Civil War, and Reconstruction  
in the United States  
Prof. Bode

MW 3:45 - 5:00 A

This course, instead of primarily following a chronological narrative of events in the United States in the 19th Century, is designed to explore in depth two important problems of the period: the nature of southern slave society and the causes and consequences of the Civil War. Classes will be devoted as much as possible to discussions of readings rather than to formal lectures.

At the beginning of each term students will be expected to familiarize themselves with a brief survey of the period to provide essential "background" information. An objective examination on Charles Wiltse, The New Nation, and on Roy Nichols, The Stakes of Power, will be given respectively about two weeks after the beginning of each term.

During the first term we will analyze the development of American slavery and its impact on southern society. We will examine in some detail the phenomenon of



slave rebelliousness particularly as it revealed the effect of slavery on the personality of the individual slave. Finally, we will try to develop a comparative perspective for understanding southern slavery as a special case of slavery in the Western Hemisphere generally. Students will be required to write a 15 to 20 page paper on some aspect of slavery and southern society.

During the second term we will consider the causes of the Civil War but will concentrate our efforts on its consequences, i.e., the period of Reconstruction. We will analyze the development of Reconstruction policy on the federal level, the transition from a system of slave to pre labour in the South, and the resulting patterns of race relations. Students will be responsible for this material in a 15 to 20 page take-home essay exam.

Prerequisite: History N210 or N251.

Note: Students who have credit for History 457 or 458 may not take this course for credit.

History N354 (456)

History of the United States since 1900

Prof. Scheinberg

TT 10:15 - 11:30 A  
Thu 6:16 - 8:10 AA

The emphasis of this course is on domestic issues. Several themes will be chosen for special attention including the nature of reform, racism and resistance, working class movements, corporate power and the role of politics.

Ideally, a seminar format with occasional lectures will be employed, registration permitting. In any case, writing and research in available primary source materials will constitute the major component of the course grade.

Readings for the course will be organized within a modified, modular approach in order to allow for personal preferences to be expressed. Each student will be responsible for a group of basic texts (see below) and for three to five modules. An "A" student will do five modules and a "B" student at least four.

A single module will consist of two or three books, and a similar number of journal articles. The student will write a critical review when she concludes the reading for the module. A conference with the instructor will then be arranged.

Some of the probable modules are:

1. Pre-World War I Reform
2. The American Socialist Movement
3. Women in 20th Century America
4. Black Leadership - Booker T. Washington, W.E.B. Du Bois, and Marcus Garvey
5. The American Federation of Labour in the time of Samuel Gompers
6. Workers' Movements of the 1930's
7. The New Deal and the Welfare State

8. McCarthyism
9. The Rise of the Multi-National Corporation
10. Cold War Politics

Some of the probable texts are:

Abrams and Levine, Twentieth Century America  
 Gabriel Kolko, The Triumph of Conservatism  
 Paul Conkin, The New Deal  
 Irving Bernstein, The Turbulent Years: A History of the American Worker 1933-41  
 Bernstein & Matusow, The Truman Administration: A Documentary History

Prerequisite: History N210 or N251.

History N355 (455)  
 Foreign Relations of the United States  
 Prof. Chalk

MW 2:10 - 3:25 A

An analysis of the United States foreign policy from 1776 to the present, emphasizing the development of American expansion, America's foreign economic thrust, the origins of the Cold War, America's response to the challenge of revolution in Asia, Africa, and Latin America, and major issues in Canadian-American relations.

Basically, this is a course which tries to put modern American foreign policy into historical perspective, employing lectures, student-led discussion groups, and research. The required reading averages about 75 pages per week and presents both traditional and revisionist interpretations. Students will write two essay exams (a mid-term and a final) and two papers, based on a pattern of development which students taking the course in 1972-73 say they have found successful so far (February 1973). In the first term, each student will choose a major problem in American foreign policy (eg. U.S. intervention in the Bolshevik Revolution of 1917) and write a survey of the basic literature and interpretations of the subject. In the second term, students will write a research paper on a manageable, but significant aspect of the problem selected in the first term, using State Departments records, Congressional debates and hearings, and contemporary sources available in the SGWU Library.

The following books will probably be used in the course, but students should not buy them until this list is confirmed in the fall:

Texts:

William Appleman Williams, ed., The Shaping of American Diplomacy, Vol. I: 1750-1914 (2nd ed.; Chicago: Rand McNally & Company, 1970).  
 William Appleman Williams, The Tragedy of American Diplomacy (2nd and enlarged ed.; New York: Dell Publishing Co. Inc., 1972).

- N. Gordon Levin, Woodrow Wilson and World Politics, America's Response to War and Revolution (London and New York: Oxford University Press, 1968).  
 Lloyd C. Gardner, Arthur Schlesinger Jr., and Hans J. Morgenthau, The Origins of the Cold War (Waltham, Mass.: Ginn & Co., 1970).  
 George F. Kennan, Russia and the West under Lenin and Stalin (Boston: Little, Brown and Co., 1961).

There will also be some reading in several books on library reserve, including:

- Samuel F. Bemis, Jay's Treaty, A Study in Commerce and Diplomacy (revised ed.; New Haven: Yale University Press, 1962).  
 Kari Levitt, Silent Surrender: The Multinational Corporation in Canada (Toronto: Macmillan of Canada, 1970).  
 A.L. Burt, The United States, Great Britain and British North America from the Revolution to the Establishment of Peace after the War of 1812 (New Haven: Yale University Press, 1940; a Ryerson paperback).  
 Arthur S. Link, Wilson the Diplomatist (Baltimore: Johns Hopkins Press, 1957; a Quadrangle Paperback).

Prerequisite: History N210 or N251.

History N361 (461)

History of South and Southeast Asia

Prof. Hill

MW 2:10 - 3:25 A

A study of the historical background of India, Pakistan, Bangladesh, and the states of Southeast Asia. The course begins with a review of indigenous developments prior to the era of European expansion and proceeds to a more detailed examination of the political, social, and economic changes in modern times, concluding with a study of the problems faced by these countries since the achievement of independence.

Prerequisite: History N261, or permission of the instructor.

History N362 (462)

History of China

Prof. Singer

Tue 6:15 - 8:30 AA

The course will begin with an analysis of key elements of traditional Chinese society. Particular attention will be paid to Confucianism, Taoism and Buddhism and to such concepts as the bureaucracy, the examination system and the dynastic cycle as manifested in the Ch'ing dynasty in the late eighteenth century. Key

events that will be dealt with in detail will include the Opium War, the Taiping Rebellion, the Self-strengthening Movement, the Boxer Rebellion, Sun Yat-sen and the Revolution of 1911, the May 4th student movement, the birth of the Chinese Communist Party, the era of Chiang Kai-shek, the Chinese Communist Party's fight for victory under Mao Tse-tung and the emergence of the People's Republic of China.

Throughout the course reference will be made to certain themes that seem to dominate modern Chinese history:

1. The role of imperialism as both force for disintegration and catalyst for modernization.
2. The nature of intellectual response to the disintegration of traditional confucian patterns of thought and government.
3. The tension between the central government and regional power bases.
4. The attraction of Marxism-Leninism to disillusioned Chinese intellectuals.
5. The nature of Chinese communism.

There are no prerequisites for this course. There will be an examination at the end of each term. In addition, each student will be responsible to produce a research paper on an aspect of modern Chinese history. If class size permits, an attempt will be made to schedule weekly discussion groups.

History N390 (472)  
Historical Method  
T.B.A.

Tue 8:30 - 10:25 AA

A course in the application of modern historical criticism to a specific problem to be chosen in consultation with the instructor.

Prerequisites: At least two credits in History and written permission of the History program director.

"400" LEVEL

History N421 (421)  
Advanced Study in Canadian History  
Prof. Burns

Thu 2:45 - 5:00 A

Europe and North American experienced significant economic, social and political change between 1815 and 1867. One of these changes was the movement of large numbers of people from Europe to North America. They made important contributions to the history of Canada and the United States. There is also some evidence to suggest that their North American experience influenced change in Europe.

History 421 will explore the nature of the immigrant experience by raising a number of general questions. What groups left Europe? What prompted them to leave? What skills, ideas, values and attitudes did they bring with them? What factors influenced their decision to choose between the United States and British North America? Once in North America, how were they received? What changes did they make in the economy, in society? in institutions? in ideas, attitudes and values? How did the immigrants adjust to North America, and did they influence developments in Europe? Was there anything to distinguish the Canadian experience from the American experience?

Students will be expected to raise one, or several of these questions as they apply to a specific historical problem. For example, one could trace the history of the Clan Macdonnell from the Scots highlands to Northern Ireland and then to County Glengarry in Upper Canada, indicating how their European background influenced their attitude towards the reform movement and rebellion in Upper Canada. One might compare the Orange Order in the Province of Canada with the nativist movement in the United States.

The format, course requirements and research projects will depend on student interests, and the available sources. Students should recognize that relatively little work has been done on the subject in Canada, and they should be prepared to read the literature in American and European history to develop questions, approaches, and methods.

Students can complete their research projects in a number of ways. The traditional interpretive essay and seminar paper is one way. An "audio-visual" presentation would be another. One student might want to present a "collection of documents" or prepare an "historiographical debate" in the tradition of the historical problems series. Another student might be able to complete a family history if the evidence, such as family letters, is available. One could also use the interview technique where the oral traditions survive; but only after preliminary research has been done so that the relevant questions might be asked.

For further information call Professor Robin Burns at 879-4297 or drop by his office at 462-6.

Prerequisite: History N210, N251 or N221 and a "300" course" in European, Canadian, or United States history/or permission of the Instructor.

History N421 (421)  
Advanced Study in Canadian History  
Prof. Copp

Thu 2:45 - 5:30 B

A seminar on the Province of Quebec and the City of Montreal during the years 1929-1949. Each student will be required to research and present a major paper based on primary sources. Topics to be selected in consultation with the instructor but emphasis will be on aspects of working class history.

Prerequisite: A "300" level course in History, or permission of the Department.

History N421 (421)  
Advanced Study in Canadian History  
Prof. Nish

Mon 2:10 - 5:00 C

Title: Quebec during the Régime of the Union Nationale, 1944-1960.  
An intensive study of the social, economic, political and ideological conditions in Quebec during the personal reign of Maurice Duplessis. Students will choose a specific topic for research, based on original documentation and the paper will be discussed in class. A reading knowledge of French is required.

Prerequisite: A "300" level course in History, or permission of the Department.

History N431 (434)  
Advanced Study in European History  
Prof. Laffey

Mon 8:30 - 10:20 AA

An undergraduate seminar focused on the problem of European imperialism. The first term will be devoted to the study of European expansion since the early modern period and theories attempting to explain imperialism. The second term will be concerned with European imperialism in the Far East in the 19th century. Depending on the number of students, it will end either in 1900 or 1914.

There will be no required text. But students will be expected to read at least one book every two weeks. In the first term they will also be asked to write two short papers (10-15 pages for each). In the second term they will be asked to write a longer paper (25-30 pages). There will be no examinations. Intelligent participation in seminar discussion will play a major role, along with the papers, in determining the final grade.

Prerequisite: A "300" level course in History, or permission of the Department.

History N431 (434)  
 Advanced Study in European History  
 Prof. Rudé

Mon 2:10 - 5:00 A

Field of study: Modern European history, 1750-1850

Title of course: Popular Protest in France and England, 1750-1850

A seminar meeting nominally for two weekly meetings of 1-1/4 hours each, but actually once weekly for 2-1/4 hours, Mondays 2:45-5:00 p.m. After initial introduction by the Instructor, the course takes the form of weekly research reports presented by students in rotation, followed by discussion guided by the Instructor. Every student is expected to read a dozen books - but hopefully more - during the course, to submit two 20-page term papers (submitted in draft to the class for discussion at an earlier stage), to read in preparation for each meeting and to participate in the discussions. Students are graded mainly on the basis of their term-papers, but account is taken of personal initiative and their general contribution to the class.

The following are required reading. While most of these books will, it is hoped, be on reserve in the Library, purchase of paper-backs (marked \*) is recommended.

- \*Barrington Moore, Jr., Social Origins of Dictatorship and Democracy  
Landlord and Peasant in the Modern World (Peregrine)
- \*A. Briggs, Chartist Studies (Macmillan)
- \*A. Cobban, A History of Modern France, vols. 1 and 2 (Pelican)
- \*C.D.H. Cole & R. Postgate, The Common People 1746-1916 (Barnes Noble)
- \*G. Duveau, 1848, The Making of a Revolution (Pantheon)
- \*J.L. & B. Hammona, The Village Labourer (Harper Torchbooks)
- J.F.C. Harrison, The Early Victorians 1832-1851 (Praeger)
- E.J. Hobsbawm, \*(1) Industry and Empire (Pelican)  
 (2) Labouring Men
- \*S. Maccoby, English Radicalism 1762-85 (Macmillan)
- \*K. Marx, Class Struggles in France, 1848-1850 (Foreign Languages Pub. House, Moscow)
- \*J.H. Plumb, England in the Eighteenth Century (Pelican)
- \*G. Rude (1) The Crowd in History, 1730-1848 (Wiley)  
 (2) Paris and London in the 18th Century. Studies in Popular Protest (Fontana)
- \*A. Soboul, The Sans-Culottes. The Popular Movement and Revolutionary Government 1793-1794 (Anchor Books)
- \*E.P. Thompson, The Making of the English Working Class (Pelican)

Prerequisite: A "300" level course in History, or permission of the Department.

History N451 (451)  
Advanced Study in American History  
Prof. Wall

Tue 6:15 - 8:10 AA

History 451 will concern itself with the problem of the nature of The American Revolution. Was it a popular uprising, a defence of the status quo, or something else altogether? During the first half of the Academic year, students enrolled in the course will be expected to read and discuss in seminar the basic secondary literature of the topic from the traditional Whig and neo-Whig interpretations to the more recent suggestions of scholars like Bailyn, Wood, Lemisch and Maier. In the second half of the course the student will be expected to test the validity of one or more particular interpretations by applying it to events in a single colony. A final paper based partially on primary research will be the major requirement of the second half of the course and the major source of the course grade.

Prerequisite: A "300" level course in History, or permission of the Department.

History N461 (463)  
Advanced Study in Asian and African History: China  
Prof. Singer

Tue 2:45 - 5:30 A

This seminar will examine in depth the revolutionary forces that have shaped modern Chinese history.

The fall term will be devoted to extensive readings and discussions on such themes as:

1. "Peasant rebellions" in traditional Chinese history
2. The Taiping Rebellions" - traditional peasant rebellion or modern revolutionary movement
3. The dimensions of intellectual response to the disintegration of the Confucian world order
4. Sun Yat-sen and the negative Revolution of 1911
5. The birth of the Chinese Communist Party and the attraction of Marxism-Leninism to intellectuals disenchanted with western liberalism
6. The May 4th movement and the awakening of Chinese student opinion
7. The static nature of the Kuomintang revolution
8. Mao Tse-tung's rise to power in the Chinese Communist Party
9. Mao's attempt to make China a society that undergoes "permanent revolution"

It is intended that particular emphasis will be placed on the development of Chinese Communism and the Chinese Communist Party

Each student will be expected to read the equivalent of one book a week as assigned



by the Instructor and to prepare himself for a general discussion of what has been read. In addition, each student will be expected to prepare a research paper pertinent to the theme of the seminar.

Prerequisite: Permission of the instructor.

History N490 (474)  
Honours Essay  
Prof. Diubaldo

A course in the application of modern historical criticism to a specific problem to be chosen in consultation with the instructor.

Prerequisite: Honours students only.

History N491 (473)  
Advanced Study in a Special Subject  
Prof. Krantz

Mon 6:15 - 8:10 AA

Studies in the transition from late medieval to early modern society. Seminar meeting once weekly, shared common readings with research reports keyed into syllabus topics. First semester devoted largely to the study of social, economic, and political structure; second to shifts in cultural formations. Relations between social structure and culture as major continuing problematic. Seminar readings ca. one book a week; one seminar report a semester. Year-long research paper due at end of second semester, topics chosen early in first. Assumption: weekly assignments will be done carefully. Research paper will be about 20-25 pp. long, and will issue from close consultations with instructor. Possible texts not yet decided--major historiographical materials and important sources. Shall try to use paperbacks wherever possible.

N.B. Students registering in the course are asked to read the following over the summer as preparation:

Bloch, M., Feudal Society (in a Phoenix paperback ed.)

Ferguson, W.K., Europe in Transition, 1300-1520

Prerequisite: Permission of the Department.

Note: With permission of the Department, a student may take this course twice for credit, provided that a different subject is dealt with the second time. A student repeating History N491 for credit will register under History N492.

## I. The Social Character of Science

Science exhibits peculiarities of organization and behaviour which distinguish it from other intellectual pursuits. In this regard, science may be seen as a social system, an organized pattern of behaviour guided by social norms. Some recent studies which will be discussed: Ziman, Public Knowledge; Kuhn, Structure of Scientific Revolutions; Storer, The Social System of Science.

## II. Emergence of the Scientific Role

Although Greek, Medieval, and non-western contributions were essential to the rise of modern science, scientific institutions, as we know them, arose only in post-Medieval European context and were restricted for about two hundred years to that continent. Since the nineteenth century scientific knowledge has been assimilated by the rest of the world, but this process has, as a rule, occurred outside those institutions in which the society's men of knowledge traditionally worked. That is, the emergence of modern science has always involved the formation of new communities and new social roles for men of knowledge. Central to this discussion will be the work of the sociologist Joseph Ben David.

## III. Radical Critiques of Science in Historical Perspective

In the last decade the structure and function of modern scientific institutions have come under increasing attack. The scientific community is seen as an elitist guild wielding certain kinds of power in the service of technocracy. This view will be studied in the context of other anti-scientific and anti-technological movements in history. Its validity will be discussed in the light of the changing social roles of the scientist and the evolving ethos of the scientific community.

## IV. Changing Attitudes to Man and Nature

The diminishing hold of traditional philosophical and religious beliefs and the capacity of science to change man's understanding of his own relationship to the natural world will be examined.

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Seminar format - book reviews - research reports - final term paper. Individual reading and research projects will accommodate more specialized interests which may emerge during the year.

TO BE ANNOUNCED

History N210 (213,013)	MW	10:55 - 11:45	X	(1/2)
History N210 (213,013)	TT	8:45 - 10:00	Y	
History N210 (213)	Tue	8:30 - 10:25	BB	
History N221 (221,021)	TT	10:15 - 11:30	Y	
History N322 (424)	Tue	6:15 - 8:10	AA	
History N333 (415)	TT	1:15 - 2:30	A	
History N333 (415)	Tue	6:15 - 8:10	AA	
History N431 (434)	Tue	2:45 - 5:30	B	

Note: See Department Secretary during summer for further information on the above courses.